

1 **Chapter 14**

2 **Grade Nine – Elective Courses in History–Social Science**

3 During the ninth grade, students take elective courses in history–social
4 science. These elective courses, taken over two semesters, could consist of a
5 two-semester sequence focused on a single topic or could be two separate
6 courses on two different subjects. Ideally, these courses will build on the
7 knowledge and experiences students have gained during their previous nine
8 years of school. These courses prepare students for the remaining years of
9 history–social science education mandated in *Education Code* Section 51225.3
10 and the standards that will be covered in each of these grades. Districts and
11 individual schools are responsible for planning and overseeing courses that meet
12 these requirements.

13 All history–social science elective courses should be consistent with the
14 curricular goals provided by this framework. Counselors at the school level
15 should assist in the placement of students in elective courses by determining
16 their interests, needs, and abilities. Students should not be placed in other
17 elective courses such as driver training, computer literacy, or freshman literacy in
18 place of history–social science courses. Electives provide an excellent
19 opportunity for teachers to prepare students for advanced course work and to
20 integrate research-based practices in civic education, including simulations of the

democratic process, service-learning, and current events. A description of courses that correspond to the aims and ideas within this framework follows.

World and Regional Geography

- How does a society’s geographic location and environment shape work and living opportunities as well as relationships with people outside of that society?

This course provides an overview of the various regions in the world and examines their specific geographic features before turning to a thematic approach covering those issues of most significance from a global perspective. Important regions include North America, Middle and South America, Europe, Russia and Central Asia, East Asia, South and Southeast Asia, North Africa, sub-Saharan Africa, and Oceania. Students learn to read maps, indicate the distribution of the earth’s population, and trace the diffusion of people and cultural influences at regional and global levels. As the National Council for the Social Studies explains in the C3 Framework: “Geographic inquiry helps people understand and appreciate their own place in the world, and fosters curiosity about Earth’s wide diversity of environments and cultures.”¹ Such a course is very broad in scope, and encourages students to think on both a macro level about the geo-politics of today, as well as on the local level about how and why their community looks and operates as it does. A general guiding question for the course is: “How does a society’s geographic location and environment shape

¹ C3 Framework, 40.

work and living opportunities as well as relationships with people outside of that society?” Answering this question requires an investigation of earth’s physical and human features, and how people and the earth’s natural systems continuously influence one another and the possibilities available to each.

In addition to understanding how access or a lack of access to resources – fresh or ocean water, fertile soil, flora and fauna, minerals and oil, trees and other building materials – shapes the operations of a particular society, this course also looks at how these factors impact geo-politics. This includes the organization of the world economy, such as foreign trade and global investment, regional inequality, crises in developing nations, industrial restructuring, technological innovation, and regional and global development. Oil is a key driver in geopolitics due to the fact that not all countries have a national supply of oil, and yet all rely on it for fuel to some extent. Students can examine how oil has shaped production and trade alliances, foreign diplomacy, as well as armed conflicts. While oil is a particularly vivid example of the impact of a natural resource on human affairs, students can explore how food or infrastructure needs (i.e., steel, timber) encourages regional trade and interdependence.

Other geographic issues include the current major political, economic, and environmental crises occurring on a regional or global level. Students can use the lens of geography to investigate a current war, asking which groups are in conflict, and over what resources or territory? What resources are available to each in order to fuel the armed conflict? What alliances, if any, have formed, and what geographic advantages do those alliances offer? What are the

environmental impacts of the war? Are residents displaced, and if so, where do they go and what resources are available to them? There are instances in which environmental crises can precipitate war due to a scarcity or perceived future scarcity of natural resources such as fresh water or fuel. Looking at current environmental challenges provides students with greater geographic understanding, as well as insight into potential human conflicts. These include air and water pollution, invasions of non-native species or the spread of disease, climate change, deforestation, soil degradation, and dwindling natural resources. How societies adapt and innovate in the face of such challenges, as well as how environments change over time in response to these adaptations, are critical geographic considerations. **PC: Numerous human activities can help to protect and preserve the environment, including reuse/recycling, pollution/waste control, habitat development, pest/disease control, reforestation, clean fuel technology, efficient manufacturing, and improved agricultural production. RFC: The original text is negative in tone. Both positive and negative aspects should be included.**

An investigative activity includes the examination of two countries on different continents and in different climatic zones that takes into consideration the impact of geographic factors such as population, climate, natural resources, and technological and other innovations integral to development. How do these geographic realities influence each nation's defense and security, trade, and diplomacy? A final piece to the activity is the comparison of these two regions. How would economic opportunities differ in these two regions? How would daily life – from the type of dwelling, to the modes of transportation and terrain, to diet,

to weather – look in these two locations? What national concerns occupy each country, and how does this affect their global position? This investigation encourages students to consider the diversity of human experiences embedded within earth’s varied regions.

Helpful data for this investigation can come from online sites such as NASA’s Socioeconomic Data and Applications Center, Natural Earth, and the CIA’s World Factbook, all of which provide global data. The U.S. Census Bureau provides domestic geographic information. California’s Education and Environment Initiative website hosts a number of curriculum units that cover geographic and natural resource material.

Modern California (Twentieth and Twenty-First Centuries)

- What enabled California’s rapid growth?

California has long been a place of extraordinary growth and innovation. Students will recall the tremendous events of the nineteenth century – the arrival of people from around the world during the gold rush; the transcontinental railroad that connected California to the rest of the country; and the establishment of large-scale ranches and farms that undergirded the economy. These events and processes set the stage for California’s development in the twentieth century into the nation’s most populous, diverse, and economically robust state. This course examines the human and environmental factors integral to achieving this growth. It can be taught in one or two semesters, depending on the breadth and depth of coverage. The outline below follows a chronological

history of California, with a focus on the three strands integral to development:
the people, the natural resources, and the government's investment in growth.

Turn-of-the-century California

This course begins in the early twentieth century, with a unit framed by the question: **What challenges and opportunities did Californians face at the start of the twentieth century?** California, especially the southern portion of the state, grew rapidly in this era. Large numbers of Mexican immigrants began to arrive after the Mexican Revolution began in 1910. California continued to attract European immigrants as well as Americans from the East and Midwest who were drawn by the mild climate and the fertile soil. Promotional boosters used magazines and newspapers to promote California to the rest of the country. The railroads provided low fares to encourage tourism and, ideally, relocation to the Golden State. The Southern Pacific Railroad in particular owned 11% of the state's land and had much to gain from creating demand for residential plots and farmland.

The growing population spread out and transformed landscapes into orchards, vineyards, farms, and ranches; drilled for oil; turned trees in the central and northern coast and Sierra Nevada Mountains into lumber; and created shipping ports and manufacturing centers. The one main obstacle to growth, however, was the lack of water in this arid state. The two largest urban areas – Los Angeles and San Francisco – looked beyond their borders for a reliable and plentiful water supply. In securing such a supply, they stripped water from its original source, causing a farming community in the Owens Valley to falter, and

flooding the Hetch-Hetchy Valley in Yosemite to create a reservoir to supply San Francisco. Conflict over who had the highest claim to natural resources was an ongoing battle in the state, stretching back to the impact of hydraulic mining on downstream farms and businesses.

To some extent, this concern over a lack of resources and development opportunities led to immigration and land-owning restrictions for non-whites. Laborers concerned over adequate jobs helped secure the Chinese Exclusion Act of 1882, while the success of Japanese farmers led to the Alien Land Law of 1913 to prohibit the owning or leasing of land by non-citizens.

Resource management, and a desire to integrate immigrants, composed two goals of the nation's early twentieth-century Progressive Era. In California, the Progressive impulse helped secure the conveyance of water from Hetch-Hetchy to San Francisco, as well as new regulatory measures for the railroad. Corruption was rife throughout the state, where the Southern Pacific Railroad owned so much land and controlled the transportation infrastructure. Countless politicians accepted pay-offs in return for creating railroad-friendly policies. Students can read selections from Frank Norris' novel *The Octopus*, about the negative impact of the railroad on the small farmer and business person. During the first two decades of the twentieth century, California, like the nation as a whole, sought to impose order on rapid industrialization and population expansion.

Grad Nine Classroom Example: California History – Hetch Hetchy
Students in Ms. Hernandez's class are investigating the 1908-1913 battle

over Hetch Hetchy in order to understand what challenges and opportunities existed in this era, as well as develop different perspectives on growth. Using a variety of primary sources, such as digitized documents from The National Archives that expressed both support and opposition for the Raker Bill to dam the Tuolumne River in Yosemite National Park, Ms. Hernandez’s students take on the personas of California citizens and members of Congress to hold a congressional hearing on the creation of the dam. Some students use excerpts from John Muir’s writings on the issue, which provide an impassioned plea for valuing nature’s integrity over growth and development. Others quote from San Francisco city leaders who argued in favor of the dam and considered the harnessing of the river a reasonable use of resources to support a growing population. To prepare for their presentations, all students review all of the sources Ms. Hernandez has curated for the class, in order to both present their case persuasively and respond to pointed questions by other members of the class. Students must be prepared to provide evidence for their perspective, integrate multiple sources of information in their presentations, and evaluate the credibility of other speakers’ use of evidence and overall persuasiveness.

English learners in Ms. Hernandez’ class are provided additional support, as necessary, including strategies to first comprehend and then analyze sources, including vocabulary support and text deconstruction. As they prepare for the hearing, English learners are also provided with sentence starters and ample practice sessions where Ms. Hernandez, her school’s ELD specialist, and

individual students partner with their EL classmates to both prepare their formal presentation and respond to anticipated questions.

Ms. Hernandez assesses her students' learning using a rubric that details minimum expectations with regards to her students' understanding of the issues, ability to marshal evidence in support of their argument, and capacity to both listen and respond appropriately to their classmates' presentations.

CA HSS Analysis Skills (9–12): Historical Research, Evidence, and Point of View 1; Historical Interpretation 3, 4, 5

CA CCSS for ELA/Literacy: RH.9–10.6, 9, WHST.9–10.9, SL.9–10.1c, 2, 3, 4b

CA ELD Standards: ELD.PI.9–10.3, 5, 9. 11a; ELD.PII.9–10.1

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156 *A boom and bust in California's Inter-war Period*

157 The Progressive Era faded with the end of World War I, and after a small
158 recession the nation entered into an economically vibrant period during the
159 1920s. California flourished in this decade, with the oil industry going strong, an
160 emerging automobile culture, Hollywood, and the continued strength of tourism
161 and agriculture. California was moving away from the industrial sector several
162 decades before the rest of the country. By the 1920s, over half of all California
163 workers were employed in the service sector, in jobs with the government, health
164 care, insurance, finance, and other such endeavors. Hollywood boosted
165 California's cultural prominence and helped attract ever more people to the state.

166 But only a decade later the state put signs at the border telling migrants to
167 stay out, that California could not employ and feed its own during the Great

Depression. Nevertheless, California attracted a large share of the dust bowl migrants, the “Okies,” who often came to join family members and neighbors who had moved to the state in better times, and who now looked for work in the agricultural sector. To support the state’s agriculture and growing population during the 1930s, the state and federal government invested in the Central Valley Project to provide a reliable drinking and irrigation water supply throughout the state. Poor working and living conditions abounded in California’s agricultural valleys, but those who felt this most acutely were the Mexicans, Mexican-Americans and Filipinos who were made unwelcome in California during the Depression, either through forced or encouraged repatriation schemes.

The 1920s and 1930s provide clear contrasts to one another, but students should see that the increasingly diversified economy in California enabled it to emerge from the Great Depression with great promise for future growth. The guiding question for this unit is: **What highs and lows defined the 1920s and 1930s in California?** In addition to more traditional primary sources used to teach these decades, teachers may want to use excerpts from one or more novels or journalistic accounts. For example, Upton Sinclair’s *Oil!* describes the power of the oil industry in California, the rise of the car culture, and the cultural and environmental influence of the private automobile on Los Angeles. John Steinbeck’s *Harvest Gypsies* (a non-fiction account that helped inform his later writing of *Grapes of Wrath*) provides students with insight into the experience of California’s migrant farm workers during the Great Depression.

World War II and the early post-war era in California

The next unit asks simply: **How did World War II impact California?** The war drove the state's economy and reshaped California's demographics and environment. The federal government poured billions of defense dollars into California during World War II, pulling the state out of economic depression and drawing a tremendous number of new residents in search of work. Women and African-Americans found well-paid work building ships and airplanes. So many employees flocked to the Los Angeles and Bay Area defense hubs that housing was in desperately low supply. Suburbs began to mushroom out of these two metropolitan areas, transforming the countryside. One-time farms, orchards, and ranches were paved over in the housing boom, and thousands of miles of new highways snaked through the state in the decades after the war. Heavy industry and numerous passenger cars meant that air pollution choked Los Angeles residents as early as the 1940s.

In 1962 California surpassed New York as the most populous state. Such growth meant a new investment in the state's infrastructure, including the California State Water Project to supply irrigation and drinking water. To educate the baby boomers growing up after the war, the state invested heavily in K–12 schools and created the California Master Plan for Higher Education in 1960 to ensure a college or university education for all qualified students. California universities helped conduct the defense research that funded California's aeronautics industry during the Cold War.

A strong economy undergirded a growing middle class made up of people who enjoyed a suburban lifestyle in California, complete with family trips to the

214 beach, numerous state and national parks, and Disneyland. Not everyone was
215 welcome to participate in this good life, however. Starting back during the war,
216 California breached civil rights in supporting the internment of Japanese-
217 Americans under executive order 9066, despite a lack of evidence that any of its
218 residents had been disloyal. Hispanic youth in Los Angeles felt the sting of
219 discrimination at the hands of American servicemen who prompted the Zoot Suit
220 Riots in 1943. African-Americans may have found good jobs in the defense
221 industry, but few neighborhoods were open to them as homeowners and banks
222 found ways to deny entry for these non-whites. World War II made California,
223 which was already a popular state, absolutely explode in growth. With this came
224 certain growing pains that would be made more visible during the 1960s civil
225 rights movement.

Grade Nine Classroom Example: California's Growth				
Mr. Basara's students are studying the growth of California's population and economy after World War II, using the following chart:				
	1930	1940	1950	1960
CA Population	5,677,251	6,907,387	10,586,223	15,717,204
Federal Defense Spending in CA	\$191 million (all federal \$ to CA)	Approx. \$6 billion (1941)	\$3,897,915	\$5,276,760

Gallons of Gas Consumed in CA	1,139,736,244	(no data, war rationing)	2,878,300,000	5,372,800,000
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Mr. Basara directs his students to first give their initial impressions of the data by asking them to discuss the following questions in pairs or groups of three:

- What strikes you? What, in particular, do you notice?
- What patterns or trends do you see?
- What surprises you or, what questions do you have about the data?

As his students discuss their answers to these questions, Mr. Basara circulates around the classroom to answer questions, clarify information, and make sure that all students are engaged in the analysis. After students have had enough time to have these initial conversations, Mr. Basara asks selected students to share their small group conversations to make sure everyone understands the basic content in the chart and has had an opportunity to begin to consider its implications.

Next, Mr. Basara asks his students to discuss a new set of questions, ones that require more analysis and critical thought:

- Broadly speaking, how would you describe what was happening in California from 1930-1960?
- Why did California attract new residents? What could it offer to them?
- What is significant about so much defense spending in the state?

- What do these numbers tell you about the impact on the environment?
Specifically, which resources were being used and/or stressed?
- What else do you want to know about the state during these decades?
Consider looking at population growth by county to see which areas grew the fastest/most during this era, or what industries dominated in which parts of the state?

As with the previous set of questions, Mr. Basara circulates throughout the individual discussions, making sure each student has the opportunity to share their interpretations, and selectively calling on individual students to share the conversations with their partners.

As an extension, Mr. Basera asks his students to complete further research to compile county by county population numbers, compare growth in a variety of California-based industries and military expenditures in order to craft both a general answer and local examples in response to the question, “How and why did California grow between 1930 and 1960?” in a multi-media presentation for their classmates, other teachers, and community members at an annual open house event at their school.

CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 2, 3;
Historical Interpretation 1

CA CCSS for ELA/Literacy: RH.9–10.3, 7, WHST.9–10.6, 7, 9, SL.9-10.1

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227 Throughout this unit, students can consult a variety of works that treat the

228 hardships faced by minorities in this era, including Chester Himes’ *If He Hollers*

229 *Let Him Go*, a fictional account of the trouble a black man faced working in the
230 defense industry during the war. *Desert Exile* by Yoshiko Uchida is an
231 autobiographical account of a young woman and her family forced into Manzanar
232 during the war. Meanwhile, Jade Snow Wong's autobiography *Fifth Chinese*
233 *Daughter* chronicles her childhood in San Francisco's Chinatown and the
234 promising work opportunities this young Chinese woman found during World War
235 II. Any number of articles and magazines from the 1950s and 1960s (including
236 *TIME*, *LIFE*, *LOOK*) featured the astounding growth and cultural developments
237 taking place in California in the early post-war period.

238 *Diversity and Limits – California in the late Cold War Era*

239 California had a tumultuous time in the latter part of the century. This unit's
240 guiding question is: *What did protests and frustrations expressed by Californians*
241 *in the late Cold War Era reveal about the state?* The Civil Rights movement of
242 the 1960s brought attention to the discrimination faced by Hispanic farm workers,
243 while Native Americans sought opportunities after generations of prejudice and
244 blacks protested against the heavy hand of racism in housing, employment, and
245 educational options. California's diversity only increased after President
246 Johnson's immigration act of 1965, opening the door to increasingly large
247 numbers of immigrants from Asia and Central America. In order to better
248 understand the civil rights movement in California, students can investigate and
249 prepare a short report on a civil rights activist. For example, students can
250 research Cesar Chavez, or the Black Panther Party leaders Bobby Seale and
251 Huey Newton, Free Speech Movement leader Mario Savio, and Alcatraz

Occupation organizer Richard Oakes. There are countless others who could be studied. Students write a report that explains, a) what motivated this person to become a civil rights activist, b) what goals he or she sought to achieve, and c) what challenges this person or movement faced.

The national conservative turn in the latter part of the century was reflected in California's anti-tax initiative. Rising property values led to rapidly rising property taxes, and in response a majority of voters across the state supported Proposition 13 in 1978. The anti-tax initiative reduced property taxes and thereby caused an immediate and long-lasting decrease in funding for schools, emergency services, parks, highways and much more. Students can learn more about this era through Proposition 13 campaign literature that reveals the frustration felt by many homeowners during the 1970s.

California students, now more ethnically diverse than they had been in generations, attended poorly funded schools. By 1986 California had more students per teacher than any other state.

As the Cold War drew to a close by 1990, the federal government cut back its funding to California's aeronautics industry and closed multiple military bases throughout the state. Teachers may want to use excerpts from Joan Didion's *Where I Was From* to help students understand the impact of the end of the Cold War in California. During this era, Californians expressed considerable pessimism about the current status of the state, and its future. Apathy set in, and a remarkably small number of voters appeared at the ballot box during these years.

275 *Global California*

276 The final unit asks: **In what directions is California growing in the twenty-**
277 **first century?** In the latter part of the twentieth century California established
278 itself as a leader in electronics, computers, aerospace, and bioengineering.
279 These industries, which depend on the ingenuity of the state's diverse
280 population, complement long-established industries such as agriculture, tourism,
281 and entertainment, all of which capitalize on the state's natural resources, fertility,
282 and remarkable scenery. Together, these various sectors make California the
283 nation's largest state economy and the world's 8th largest economy (as of 2013).
284 The state's geographical position, situated on the Pacific Rim, places it in a
285 strategic location to access the important Mexican and Asian markets. This same
286 geographic position means that California continues to attract immigrants from
287 the many countries of the Pacific Rim. Teachers may want to use *A History of*
288 *Silicon Valley*, by Arun Rao, to explain why California was conducive to this sort
289 of innovation, including its strong universities, long-time defense-related
290 research, and its diverse population.

291 Students can study recent immigration to California, foreshadowing their
292 studies on immigration in eleventh grade United States history. Students can
293 analyze push and pull factors that contributed to shifting immigration patterns, but
294 they should also learn about changes in immigration policy. Propositions 187,
295 209, and 227 attacked illegal immigration, affirmative action, and bilingual
296 education. While all but one provision of Proposition 187 was blocked by federal
297 courts, throughout the 1990s and even more so after the September 11, 2001

terrorist attacks, Congress provided for increased border enforcement. By the 2000s the status of Mexican-Americans and Mexican immigration became a national political discussion. In California Latino/as became the largest ethnic group in 2010, and Latino/a children comprised more than 51% of public schools. It was within this context that the Latino/a community became increasingly politically active.

California has become a national leader in environmental protection. Increasingly in the late twentieth century the state sought to balance economic growth alongside resource protection to sustain an ecosystem for the people, flora, and fauna of the state. California has enacted numerous measures to protect against air and water pollution, and protects the coastal habitat through the California Coastal Commission. Students can also analyze tourist statistics from the California Visitor Bureau to understand the ongoing popularity of California for domestic and international travelers.

Physical Geography

- How do the Earth's systems operate independently and in relationship to one another, and what has this meant for humans over time?

Physical geography is the study of natural features and processes on or near the surface of the planet. Geographic inquiry also includes study of the human presence on the earth, the nature of the environment, and both the impact of humans on the environment and the impact of the environment on humans. This study should include coverage of the Environmental Principles and Concepts

adopted as part of the Education and the Environment Initiative (Appendix F). Whereas geography provides an understanding of the world, its people, and the human footprint on the Earth, physical geographers examine the use of resources such as water, oil, the patterns and processes of climate and weather, and ways in which humanity has modified the natural environment. As explained by the National Council for the Social Studies' C3 Framework, understanding geography requires "deep knowledge of Earth's physical and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and cultures."² A guiding question for this course is: "How do the earth's systems operate independently and in relationship to one another, and what has this meant for humans over time?"

Technological advances have made it possible to map beneath the surface of the earth and to increase our understanding of the processes taking place beneath and above the surface. As students investigate these processes they will gain insight into the extent to which the "world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives."³ Students can utilize geospatial technologies to map the various natural features in a given region, paying attention to how one system influences another. What is the impact of the ocean on the nearby land? What climatic influence does a mountain range have on the valley below? What does fresh water make possible within its watershed? What

² C3 Framework, 40.

³ Ibid.

flora exists in different climatic and topographical regions? What cannot be seen, but nevertheless is an important influence, like seismic or volcanic activity?

Student maps should encompass many layers of information.

The environment is not static, but changes over time for natural and human-driven reasons. Deforestation is quite visible, and creates consequences relating to air quality and watershed and soil health, all of which impact the options available to humans and animals within that habitat. Additional environmental changes include soil degradation, air and water pollution, and invasion of non-native species. **PC: Human activities can show both positive and negative effects on the environment. Responsible human stewardship is demonstrated by such activities as reuse and recycling of materials, pollution control, water purification, habitat development, protection of endangered species, pest/disease control, reforestation, fuel efficiency improvement, agricultural production improvements, and responsible waste disposal. RFC: The original text only lists some negative changes to the environment, mostly related to human activity. For objectivity, both positive and negative examples of human activity should be listed.**

Broadly speaking, climate change causes multiple consequences – from rising sea levels to new weather patterns – that reshape the earth's geography.

PC: Various natural and human factors influence climate change and global temperatures. Some of these are variable solar output, volcanic activity, meteor bombardment, forest fires, and fossil fuel combustion. Climate variability is ongoing; throughout history there have been numerous cycles of both global

warming and cooling. RFC: The single sentence on climate change requires additional clarification.

An investigate project for students can include mapping a state or a nation in order to learn about various types of landforms, climatic zones, influence of bodies of water, distribution of flora and fauna, and other physical geographic features, all with an eye toward what opportunities and challenges this presents to the human population in that specific location. One such project could look at California's remarkable geographic diversity, with its 1200 miles of coastline, numerous rugged mountain ranges, fertile valleys created by sediments washed from the Sierra Nevada Mountains, and desert regions. There is more climatic and topographic variation in California than in any other area of comparable size in the United States. There are 24 different climactic zones within California, while most states have four or fewer. Annual precipitation is over 120 inches in the NW part of state, while other parts of the state can have no measurable precipitation in a year. It is common for there to be subzero temperatures for many days in Sierra, and Death Valley is on record with the highest official air temperature recorded in the western hemisphere – 134 degrees.

By studying California's geography, students can reflect on the number of economic opportunities created by the state's natural diversity and abundance, such as agriculture, tourism, and extractive industries. These opportunities have created an enormous population – the largest of any state, and nearly 1/8th of the nation's total – that have resulted in certain environmental challenges such as a scarcity of fresh water. While California has a dramatic geography, similar

projects on different regions (perhaps an ancestral project, on their family's country of origin) can provide students with valuable insights. Examining these opportunities and challenges will provide students with knowledge of the interplay between earth's physical geography and human endeavors.

Helpful data for this investigation can come from online sites such as NASA's Socioeconomic Data and Applications Center, Natural Earth, and the CIA's World Factbook, all of which provide global data. The U.S. Census Bureau provides domestic geographic information. California's Education and Environment Initiative website hosts a number of curriculum units that cover geographic and natural resource material.

Survey of World Religions

- What do people believe, what practices do they follow as a result of their beliefs, and why is it important to understand these various religions?

This course covers different contemporary faiths and examines their development, their impact throughout history, and their continuing influence on today's world affairs. Students will think about and discuss the ways in which different individuals and groups have explained the relationship between human beings and the divine as well as the differences and similarities among the different belief systems. A guiding question for the course is: **What do people believe, what practices do they follow as a result of their beliefs, and why is it important to understand these various religions?** In a country founded on religious freedom, and in the state of California where there is remarkable

religious diversity, students benefit from gaining knowledge of the world's major faiths. This knowledge has the potential to foster tolerance among students of different faith backgrounds, as well as to provide insight into history and current events.

As the course begins, students are asked to review the important protections for religious freedom outlined in the First Amendment to the Constitution and the California State Constitution. Class norms are established that both protect an individual's right to believe (or not) and respect and protect that right for others. The teacher clarifies that the goal of the class is not to teach or promote religion, but rather, to learn about religion. The instructional approach is academic, not devotional.

Students are introduced to the origins, geographic location, culture, ideas, texts, practices, and key personalities of the world's major religions. Beyond the belief system associated with each religion, students will also discuss and develop an understanding of the following:

- The classical expressions, historical development, and cultural variations within each tradition
- The present-day numbers, influence, and geographic distribution of followers within each faith
- The diversity of beliefs and practices presently associated with contemporary expressions of these religions

A course activity can include having students investigate and develop a report on a specific religion that includes its faith system, its history, its geography, and

its variations. Ideally, students will choose a religion of which they have limited prior knowledge, and interview a person of that faith. Students present their findings to class, followed by a roundtable discussion on the similarities and differences among religions, speculation on why and how different societies have nurtured these faiths, and what it means to live in a society with government-protected religious freedom.

Helpful resources include *The Usborne Encyclopedia of World Religions*; the University of Calgary, Canada which hosts a site with links to major religious texts; *Experiencing the World's Religions*, an online textbook which includes quizzes and study guides; and a biography on Roger Williams, who promoted religious freedom in the colony of Rhode Island.

The Humanities

- What does the evidence tell us about how an individual understands, justifies, and orders his/her own existence, role in society, and relationship to the cosmos and the divine?

Courses in the humanities focus on the human experience and explore the various ways in which human beings affect and express their relationship to their physical, intellectual, social, and political environments. This course focuses on how people across space and time have sought to understand the world and the individual's place in it. Students examine works of literature, visual and performing arts, architecture, music, philosophy, and religion within their specific stylistic and historical contexts in order to answer the question: **What does the**

evidence tell us about how an individual understands, justifies, and orders his/her own existence, role in society, and relationship to the cosmos and the divine?

These various representations will be best understood when placed within their historical context, and embedded within their respective cultural and social norms and values. Students will be challenged to put aside their own conceptions when they consider what conditions made possible the particular piece of art, literature, etc. Was it created during a time of war? What was the role and power of religion within the artist's society? What contact and exposure did the artist's society have with other regions of the world? These and many other questions can help students look beyond the surface of a given work. And exposure to global examples will enable students to form a broad perspective from which to evaluate and analyze each piece. This broad stroke will also allow students to see how works from one society influenced or built off developments from other societies.

Classical texts such as *The Odyssey*, the *Bhagavad Gita*, the *Aeneid* by Vergil, *Antigone* by Sophocles, the *Analects* by Confucius, the *Sri Guru Granth Sahib*, *Ramayana*, *Upanishads*, Greek myths, and the Bible are all good starting points. From the Middle Ages through the early modern era, Urdu poetry, Chaucer and Shakespeare's texts, Islamic architecture like Alhambra or Hindu architecture such as Cambodia's Angkor Wat (which later became a Buddhist temple), West African iron regalia, and monuments and basketry from indigenous groups in the Americas all provide insight into earlier times. Modern

representations include writings from Descartes, Thomas Paine, Chinua Achebe, Lu Xun, Leo Tolstoy, Maya Angelou, Erich Maria Remarque, and Isabel Allende; art by Pablo Picasso, Frida Kahlo, and Andy Warhol; and music ranging from Mozart to Woody Guthrie's compositions all shed light on the diverse aspects of the human experience.

In the process of reading, discussing, and writing about ideas and artifacts, students will improve their ability to understand and articulate their own interests and responsibilities within the present world. Students' writing should serve as an expressive response to the work of others as well as a major way of forming their own ideas. Teachers might also foster critical thinking through the use of graphic organizers and focus questions. Through these varied approaches to the study of humanities, teachers will not only promote critical thinking, but also enable students to comprehend and distinguish between different values, past and present, as well as empathize with the motivations and intentions of others. Students will also be able to respond intuitively and creatively to the historical kinds of human expressions that have laid the foundation for both American and other societies as they exist today. To get to this point, teachers can arrange field trips to museums, and as a culminating project, students can curate an exhibit for their school or local library. Each student prepares an item for display (a copy of a work of art, architecture, music lyrics, a passage from a novel or film script, etc.) that is representative of his/her society. Students provide a written explanation of how this item provides insight into his/her society.

503 **Anthropology**

- 504 • Why are people who they are, and why do they do what they do?

505 This course introduces students to the field of anthropology. Anthropology
506 examines the diversity of human experience through time and across the globe.
507 Four subfields allow the discipline to have a holistic approach to the study of
508 humankind. Physical anthropology examines genetic variation and cultural
509 evolution. Linguistic anthropology studies the role language plays in both the
510 development of and expression of culture. Archaeology focuses on cultures and
511 civilizations of the past through the close analysis of material and human
512 remains. Cultural anthropology examines the range of systems, practices, and
513 customs that are characteristic of communities in the contemporary world. This
514 course emphasizes the value of human diversity and encourages students to
515 appreciate human difference in all of its complexity. A guiding question for the
516 course is: **Why are people who they are, and why do they do what they do?**

517 The course begins with an introduction to evolution, genetics, human
518 variations and adaptation; goes on to explore the earliest evidence of human life;
519 examines hunter-gatherer societies and early agriculture; looks at the
520 development of cities and political states and systems; considers religion,
521 marriage and family, artistic expressions; and concludes with an examination of
522 the modern world and the variation of cultures, religions, work, recreation, and
523 art, as well as the shared experiences across cultures. Possible student
524 assignments for anthropological study may include naturalistic observations, an
525 analysis of their own culture, or a family genealogy project. Useful sources

include UNESCO’s World Heritage Convention website for images and descriptions of World Heritage Sites, Charles Darwin’s Library online, and the Smithsonian’s National Anthropological Archives that hosts diverse materials from the four fields of anthropology.

Psychology

- What principles govern and affect an individual’s perception, ability to learn, motivation, intelligence, and personality?

This course introduces students to the scientific study of human behavior including human thought, emotion, and actions. Psychology is an empirical science that studies biological and social bases of behavior. A framing question for the course is: “What principles govern and affect an individual’s perception, ability to learn, motivation, intelligence, and personality?” A wide range of topics or issues such as perception, memory, emotional influences, personality, social interaction, development, and abnormal behavior will be covered.

Course objectives include:

- Identifying and describing key psychologists’ contributions to the field
- Explaining how psychologists conduct research
- Explaining the cognitive, physiological, and moral developments of the human life span
- Describing the parts and functions of the brain’s hemispheres
- Explaining the principles and techniques of classical and operant conditioning

- Identifying and explaining cognitive psychology theories
- Evaluating test standardization, reliability, and validity
- Explaining views of intelligence
- Evaluating the major personality theories
- Examining psychological disorders along with their causes, varieties, and various forms of psychotherapy treatments
- Examining universal emotions and culturally determined ways of expressing them, including how they relate to psychological stress and accompanying physiological responses⁴

The study of psychology contributes to an improved ability to think critically, to identify and solve problems associated with human behavior, and to work effectively in groups. Students could benefit from an internship/volunteer opportunity with local nonprofits serving teens and/or counseling centers. A culminating course project could include development of a handbook for teens outlining effective interpersonal relationship tools, what these look like, how to work to achieve them, and pitfalls to avoid. The American Psychological Association website hosts a K–12 Education page with curriculum materials, sample syllabi including recommended texts, and national standards for high school psychology.

Sociology

⁴ Course objectives adapted from two syllabi found at <http://www.apa.org/education/k12/sample-pacing-calendars.aspx> and http://www.cusd4.org/pages/uploaded_files/psych%20-%20swigert.pdf.

- What external forces shape people's lives and make them who they are?

A course in sociology introduces students to the sociological perspective on human behavior. The sociological perspective emphasizes the influence of people on one another, social norms, opportunities, and constraints in affecting human behavior. A guiding question for the course is: **What external forces shape people's lives and make them who they are?** Sociologists use a scientific approach with systematic methods and clear measurements to test hypotheses about people and how they interact with each other. In this class, students will learn how sociologists conduct research, their major findings on substantive topics, and how students can create their own hypotheses about human behavior.

Students who complete a course in sociology will be able to define and apply core concepts in the field. Key learning goals include learning to think through the lens of social structure and culture – the sociological perspective; using scientific methods to research and assess society; developing critical thinking skills; understanding and identifying structural inequality, including prejudice and discrimination; and engaging in meaningful contributions to society. Students will be encouraged to analyze and explain face-to-face interactions (for example, how cultural norms affect how we feel) and large-scale forces (for example, why some countries have greater wealth inequality than others).⁵ An understanding of

⁵ Learning goals adapted from the American Sociological Association website: <http://www.asanet.org/introtosociology/Documents/Comparison%20of%20learning%20goals%20chart%20pdf.pdf>.

complex sociological phenomena will enable students to understand themselves and the world around them to a far greater extent.

Students in a sociology class might investigate a question related to their school or lives, such as what causes students to drop out or join a gang? Students may craft suggested policies for the school administration or the school board to reduce the dropout rate. Another activity may include having students evaluate census data for their community/census tract in order to understand the socio-economic variables that define that community. Important census categories include occupation, industry, race, income, poverty rates, household size, and home ownership/rental rates. Students can evaluate what sort of home their community offers based on these socio-economic factors. After compiling this data, students can compare and contrast this information with data from a second community with a quite distinct socio-economic makeup. Such a comparison will provide students with valuable evidence for evaluating social opportunities and challenges. The American Sociological Association website hosts an introduction to sociology page with teaching resources, including lesson plans, assessment tools, and recommended resources.

Women in United States History

- How did American women shape our nation's history?

This course focuses on the history of women in the United States. Historical inquiry over the past four decades has increasingly expanded its focus to include individuals and groups that had previously been omitted or marginalized in the

narrative of our historical past. This course examines key aspects of women's experiences from the founding of the thirteen American colonies through the beginning of the twenty-first century. Themes or issues of significance include the following:

- The traditional and nontraditional roles of women, gender identity, and division of labor and society along gender lines
- The impact of race, ethnicity, class, sexuality, and religion on women. For example, students can study the opportunities open to women from wealthy families (as well as the limitations) as opposed to the challenges and opportunities faced by women who come from relatively poor and uneducated families. Discussions should include the way ethnic origins and membership in formal religious organizations affect the way in which women are viewed and treated.
- The contribution of women on the political system, both before and after they were able to vote and hold political office
- Women and the educational, social, and economic systems in the United States, including the role of women during the Industrial Revolution
- Women's involvement in and contribution to the following: abolitionism; the Seneca Falls Convention and women's rights movement; suffrage; feminism; Prohibition; progressive movement; labor movement; health reform; civil rights movement; Equal Rights Amendment

- Women during times of conflict including the American Revolution, the Civil War, World War I, World War II, the Korean War, the Vietnam War, the Cold War, and the wars in Iraq and Afghanistan
- Female scientists, entrepreneurs, intellectuals, writers, and artists and their influence on society
- Women's health and access to medical care
- Gender discrimination today

To deepen students understanding of women in society, students can research female leaders in government and industry to develop an online museum exhibit detailing the contributions and achievements in American society.

Ethnic Studies

- How have race and ethnicity been constructed in the United States and how has it changed over time?
- How does race and ethnicity continue to shape the United States and contemporary issues?

Ethnic Studies is an interdisciplinary field of study that encompasses many subject areas including history, literature, economics, sociology, anthropology, and political science. It emerged to address content considered to be absent from traditional curriculum and encourage critical engagement. As a field, Ethnic Studies seeks to empower all students to engage socially and politically and to think critically about the world around them. It is important for Ethnic Studies courses to document the experiences of people of color in order for students to

construct counter-narratives and develop a more complex understanding of the human experience. Through these studies, students should develop respect for cultural diversity and see the advantages of inclusion.

Given the interdisciplinary nature of this field, Ethnic Studies courses can take several forms. However, central to any Ethnic Studies course is the historic struggle of communities of color, taking into account the intersectionality of identity (gender, class, sexuality, among others), to challenge racism, discrimination, and oppression and interrogate the systems that continue to perpetuate inequality. From a history-social science perspective, students could study the history and culture of a single historically racialized group in the United States. Examples might include a course on African American, Asian American, or Chicana/o and Latina/o history. The course could also focus on an in-depth comparative study of the history, politics, culture, contributions, challenges, and current status of two or more racial or ethnic groups in the United States. This course could, for example, concentrate on how these groups experienced the process of racial and ethnic formation in a variety of contexts and how these categories changed over time. The relationship between global events and an ethnic or racial groups experience could be another area of study. In this vein, students could study how World War II drew African Americans from the South to California cities like Oakland and Los Angeles or examine a groups transnational linkages. Alternatively, a course could focus in on the local community and examine the interactions and coalition-building among a number of ethnic and/or racial groups. In an Ethnic Studies course, students will become aware of the

constant themes of social justice and responsibility, while recognizing these are defined differently over time.

As identity and the use of power are central to Ethnic Studies courses, instructors should demonstrate a willingness to reflect critically on their own perspective and personal histories as well as engage students as co-investigators in the inquiry process. An expansive range of sources, i.e. literature, memoirs, art, music, oral histories, and remnants of popular culture can be utilized to better understand the experiences of historically disenfranchised groups--Native Americans, African Americans, Chicana/o and Latina/o, and Asian Americans. At the same time, students should be aware of how the different media have changed over time and how that has shaped the depiction of the different groups.

Models of instruction should be student-centered. For example, students could develop research questions based on their lived experiences in order to critically study their communities. Reading and studying multiple perspectives, participating in community partnerships, collecting oral histories, completing service learning projects, or engaging in Youth Participatory Action Research can all serve as effective instructional approaches for this course.

Teachers can organize their instruction around a variety of themes, such as the movement to create Ethnic Studies courses in universities, personal explorations of students' racial, ethnic, cultural and national identities, the history of racial construction, both domestically and internationally, and the influence of the media on the framing and formation of identity. Students can investigate the

history of the experience of various ethnic groups within the United States, with an eye to the diversity of these experiences based on race, gender, and sexuality, among other identities.

To study these themes, students can consider a variety of investigative questions, including large overarching questions about the definitions of ethnic studies as a field of inquiry, economic and social class in American society, social justice, social responsibility, and social change. They can ask how race has been constructed in the United States and other parts of the world. They can investigate the relationship between race, gender, sexuality, social class, and economic and political power. They can explore the nature of citizenship by asking how various groups have become American and examining cross-racial and inter-ethnic interactions among immigrants, migrants, people of color, and working people. They can investigate the legacies of social movements and historic struggles against injustice in California, the Southwest, and the United States as a whole. Students can also personalize their study by considering how our personal and/or family stories connect to the larger historical narratives and how and why some narratives have been privileged over others. Lastly, students may consider how to improve their own community, what constructive actions can be taken, and whether they are providing a model for change for those in other parts of the state, country, and world.

Ethnic Studies Classroom Example: Local History
Ms. Martinez teaches social studies at a large urban high school. The student

population of the school where Ms. Martinez teaches is comprised of mostly first and second generation Latino/a students. The majority of her students are English learners (ELs) and receive free and reduced price school meals. Recently, Ms. Martinez's school district adopted a measure that required all students to take at least one Ethnic Studies course prior to graduating high school. The purpose of this measure was to increase student engagement, learning outcomes and personal growth. Throughout the course Ms. Martinez's students have engaged in various activities that are relevant to the lives of her students and that promote historical literacy, social justice and personal empowerment.

Currently Ms. Martinez's students are engaging in a local history unit. The class has read primary and secondary sources focused on migrations into their community. Students engaged in a seminar style discussion centered on their personal identities and explored how their family histories have been impacted by these migrations. During these discussions students used evidence from written sources such as policy regulations, as well as maps and artwork to support claims they made related to the topic. Ms. Martinez's students have also investigated the modern history of their neighborhood. Issues such as "redlining" and other policies that resulted in both "white flight" and the concentration of communities of color into certain neighborhoods have been explored.

Ms. Martinez has developed an assessment connected to the unit's focus questions: **What is the story of our community? How and why is the story of**

our community important? How does the story of our community connect to my personal story? In what ways have members of my community engaged in political activism? In order to answer these focus questions

students engaged in an oral history project that required them to interview at least two people who engaged in community activism during the 1960s and/or 1970s. The first part of the final assessment was for students to write a paper in the form of a historical narrative that provides insights into the life and activism of the people that were interviewed as well as contextualizes their story. These papers have been submitted to Ms. Martinez.

Today, Ms. Martinez's students are doing the final part of their assessment. They are presenting their oral history projects to their classmates. Ms. Martinez has required all students to create a slide deck presentation that lasts a total of five to seven minutes. She developed a slide deck template that was emailed out to all of her students. She allowed students to create their presentations in class and for homework over the course of three days. Ms. Martinez emphasized that her students tell a story and not merely read from their slide decks verbatim. She encouraged the use of imagery and limited text as a way to enhance the story her students will tell. She modeled what a good slide deck presentation looks like for her students and answered any questions her students had related to the project. During these presentations students are practicing the protocols that Ms. Martinez taught them. Audience members clap before and after each presentation and take Cornell Notes during the presentation. The presenters

maintain good eye contact with the audience and do their best to not read directly from their slides. In the future, Ms. Martinez hopes to compile her students' oral histories into an anthology.

CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 3; Historical Interpretation 1

CA CCSS for ELA/Literacy: RH.9–10.1, 3, 8, 10, WHST.9–10.2, 4, 6, 7, SL.9–10.1, 4, 5, 6

CA ELD Standards: ELD.PI.9–10.1, 5, 9, 10a

723

724 **Law-Related Education**

- 725 • How can the legal system protect civil rights and promote justice in
726 American society?

727 In this course students should gain a practical understanding of the law and
728 the legal system that have been developed under the United States Constitution
729 and Bill of Rights. They should become aware of current issues and
730 controversies relating to law and the legal system and be encouraged to
731 participate as citizens in the legal process. Students should be given
732 opportunities to consider their attitudes toward the roles that lawyers, law
733 enforcement officers, and others in the legal system play in our society. In
734 addition, students should be exposed to the many career opportunities that exist
735 within the legal system.

736 The course includes a study of concepts underlying the law as well as an
737 introduction to the origin and development of our legal system, including civil and

criminal law. In a unit on civic rights and responsibilities, students should learn about the rights guaranteed by the first, fourth, fifth, sixth, eighth, and fourteenth amendments. In a unit on education law, students should study the growing role of the courts in influencing school policy and practice. Mock trials and other simulated legal procedures together with the use of resource experts should help students understand this area.

Financial Literacy

- How can I best manage my money to make sure I have enough to pay for what I need?

A survey released in February 2008 by Dartmouth College and Harvard University researchers found that only 35 percent of respondents were able to correctly estimate how interest compounds over time; more than half of respondents did not understand how minimum payments are calculated and applied to a principal balance; and almost none of the respondents understood the financial difference between paying in monthly installments versus one lump sum at the end of a certain time period.

The financial crisis that began in the United States in July 2007, and which led to a global recession, indicates the dangers of a society with many citizens who do not understand basic financial principles. This elective course provides students with financial literacy skills to prepare them for the economic realities and responsibilities of adults in our society.

760 The course includes information about credit cards and other forms of
761 consumer debt, savings and budgeting, retirement planning, state and federal
762 laws related to personal finance (e.g., bankruptcy), and similar topics. Students
763 learn about financial credit scores, credit card applications, bank account
764 applications, simple and compound interest calculations, retirement calculations,
765 and mortgage and interest rates. Students learn about the importance of
766 managing credit and debt, and identity theft security. Additional topics and
767 suggestions for teaching about financial literacy are included in the twelfth grade
768 Principles of Economics course description in this Framework.

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